

R58wC
1907/08

Series IV.

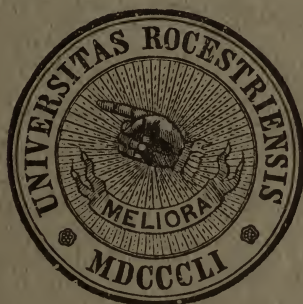
JULY 1, 1908

No. 3

Bulletin

OF

The University of Rochester



REPORTS OF THE PRESIDENT AND TREASURER

1907-1908

PUBLISHED BY
THE UNIVERSITY OF ROCHESTER
ROCHESTER, N. Y.

THE LIBRARY OF THE
APR 6 1931
UNIVERSITY OF ROCHESTER

THE
REPORT OF THE PRESIDENT

OF

The University of Rochester

AND THE

REPORT OF THE TREASURER



1907-1908



Digitized by the Internet Archive
in 2015

The Report of the President

To the Trustees of The University of Rochester:

As President of the University I respectfully submit the following report for the year ending June 17, 1908.

Enrollment. The attendance at the date of issue of the annual catalogue was as follows:

Summary

	Men	Women	Total
Graduate Students	6	5	11
Seniors	32	21	53
Juniors	34	16	50
Sophomores	51	41	92
Freshmen	81	32	113
Special Students	40	14	54
	<hr/>	<hr/>	<hr/>
Totals	244	129	373

CANDIDATES FOR BACHELOR'S DEGREES.

	Seniors	Juniors	Sophomores	Freshmen	Total
Classical	24	13	29	27	93
Philosophical	14	19	34	40	107
Scientific	15	18	29	46	108
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	53	50	92	113	308

The total attendance has increased from 340 in 1907 to 373 in 1908. This increase of 33 becomes more significant from the fact that the number of graduate students has fallen from 20 to 11, the undergraduates having increased from 320 to 362. Candidates for a degree have increased from 269 to 308, and special students from 51 to 54. The number of classical students stands the same as last year, 93; philosophical students have increased from 100 to 107, and scientific students from 96 to 108. For the first time in our history the number of scientific students exceeds the number of candidates for either of the other degrees. Thus the tendency remarked in two previous reports shows marked increase. This is not simply due to the marked development of our opportunities for scientific study, but quite as much to the growing desire of college students for a scientific education. It may be remarked that these scientific students are all required to offer for admission to college at least two years of study of German and a like amount of French, and all are required to study German and French in college for at least two terms for each of these languages. All these students, moreover, are required to study Rhetoric, Elocution, and English Literature; History and Economics; and Psychology, Logic, and Ethics. These general subjects are prescribed in addition to the special work in Mathematics and Science essential to the particular group any student may select. These scientific students are thus receiving a broad general culture, the means for that culture being modern as distinct from classical learning.

Coincident with this strong tendency towards science and modern languages and away from the classics, is a growing desire on the part of teachers of science that their students should come to their scientific work with some knowledge of Latin, if not also of Greek. The reason for

this desire is the advantage which a knowledge of these languages gives in the ready appropriation and understanding of technical scientific vocabularies. It will be interesting to observe whether this desire will have any effect in reviving the study of the classics in our secondary schools.

Concerning the numbers of special students a word may be in order. Three different reasons may account for a student's enrollment as "special." (1) He may be a student whose secondary school work was not so directed that it prepared him to meet the requirements for admission to any regular course with us, and who yet purposes to persist until he makes his degree. Such students are virtual candidates for a degree, but our Faculty is unwilling to enroll a student as "regular" so long as he is deficient in more than one year of work in any of the subjects prescribed for admission to the course for which he applies. Of the 54 specials enumerated in the above summary, 24 are such virtual candidates for a degree. (2) The student may be one who for satisfactory reasons does not desire to continue with us for a degree, but who wishes to spend one or more years with us, pursuing such subjects as his preparation and abilities coupled with his inclinations and ultimate purpose may indicate. A college in a city will always attract a significant number of such students. We seek to guard against the admission of those who are unfitted for college work by asking of "specials" an *amount* of preparatory work equal to that demanded of applicants for regular admission. The greater freedom is found in the range of the subjects that may be offered. Of our 54 specials 21 are of this second class. (3) There are always a few students of greater age than the average college student, who have decided late in life that they desire to do some work that they can do only in a college. These have often

been in business and away from scholastic life for years. Their experience has given them maturity, their earnestness of purpose gives them stability. When such students present themselves and convince us that they are competent to do the work of the classes which they wish to enter, we stand ready to admit them without regard to the letter of entrance requirements, as *extraordinary specials*. Of the 54 enrolled as special students 9 are such extraordinary specials.

Our policy in this regard is dictated by the conviction that we exist to be of the widest educational service that is consistent with thorough educational work. We are glad where it is possible to open the door to a man whose earnestness and maturity and ability indicate that he is competent to do work, preparedness for which is commonly shown by an academic training which this applicant lacks. If the number of such *extraordinary* applicants should be embarrassing the continuation of the policy might be unwise. It has been shown above that the number is not significant—except as it indicates that so many students are finding the opportunity to fit themselves for more effective work in the world.

Changes in the Faculty. The year has brought several notable changes in the Faculty. Emeritus Professor Albert Harrison Mixer died after a short illness on February 7, 1908. Four years ago Professor Mixer asked to be relieved from active service. Since that time he has been going in and out among us with genial helpfulness, enjoying the quiet of a noble old age. In the course of the last year his vigor was greatly weakened by the death of his daughter Miss Elizabeth H. Mixer, on whom he had leaned for many years. His final illness attacked him early in February, and seemed to be simply the break down of old

age. He suffered little, except from weakness. And after a week of steadily failing strength, he peacefully passed away. His funeral was held in the First Baptist Church, of which he had been a deacon for many years. It was conducted by Dr. James T. Dickinson, Pastor of the Church, and the President of the University. The Trustees, Faculty, and Students were present in a body, and a large assembly of neighbors and citizens, alumni and former students, from Rochester and from other places, gathered to honor his memory. He has left to the University the immeasurable legacy of an influence which made always for noble living, courteous manner, and sincere godliness.

Of a wholly different nature are two other changes brought by the year. Professor Samuel Allan Lattimore entered upon his duties as Professor of Chemistry in September 1867. His activity has been continuous from that time to the present, in work the quality of which none who have studied under him need to have praised. In as much as this year marks not only the completion of forty one years of most useful labor with us but also the rounding out of four score years of life, Dr. Lattimore has asked to be relieved from active service. In response to that request the Trustees have nominated him to the Carnegie Foundation for a retiring allowance. This nomination has been confirmed and from the first of July next he will become Emeritus Professor of Chemistry, with full leisure to continue his own studies and to continue also his quiet influence for Christian gentlemanhood. The College will furnish him a private laboratory so that he may follow still his beloved investigations. We hope to have him with us for many years of such beneficent leisure.

A half year later than Professor Lattimore's appointment to the Faculty, Professor Gilmore took charge of the work in Rhetoric and English Literature. He has thus

passed the forty year mark in his continuous service. He also has asked relief from active service, and has been nominated to the Carnegie Foundation for a retiring allowance. This nomination has been confirmed and from the first of July next he will become Emeritus Professor of Rhetoric and English Literature. For him also the affection of multitudes of former students will make an atmosphere of quiet gladness for the many years of leisure which we trust he may enjoy with us. It has not been given to many men to unlock for so many youths the doors of appreciation of the manifold treasures of our literature. Few have equalled Professor Gilmore in successfully interesting young men in the delights of reading. One hopes with some solicitude that our highly scientific modern study and criticism may awaken in present and future generations of students some such sense of delightful privilege in reading as our alumni owe to Professor Gilmore.

The transfer of these two names to our roll of honor for long and noble service, has presented two very difficult problems to the Trustees in the appointment of men to fill the vacancies. We congratulate ourselves on having been able to call back to the service of his Alma Mater as Professor of Chemistry, Victor John Chambers, B. S. of the class of 1895, Ph. D., Johns Hopkins in 1901. Dr. Chambers took a high stand while in college at Rochester. He then went to the high school at Geneva, N. Y. as teacher of science, remaining from 1895 to 1898. In 1898 he entered Johns Hopkins for graduate study of chemistry, and elected organic chemistry, under Professor (now President) Ira Remsen, as his major study. Johns Hopkins made him a doctor of philosophy in 1901, his thesis being upon *A Further Investigation of the Action of the Phenols and Alcohols on the Chlorides of Paranitroorophosulphobenzoic Acid*. During his course at Johns Hopkins he also

published the results of two investigations in Physical Chemistry, *On Some Abnormal Freezing-point Lowerings Produced by Chlorides and Bromides of the Alkaline Earths*, and *On A Minimum in the Molecular Lowering of the Freezing-point of Water, Produced by Certain Acids and Salts*. In 1901 Dr. Chambers went to Columbia University as Assistant in Organic Chemistry under Professor Marston T. Bogert. He has remained at Columbia with steady promotion until the present time. At Columbia he has not only had charge of the organic laboratory, and the conduct of several courses of lectures in organic chemistry; he has also been in charge of the work in general chemistry in the Summer Session at Columbia for several years. While at Columbia he has also continued his work of research, publishing from time to time the results of his investigations in the *Journal of the American Chemical Society*. His training and experience have thus been uncommonly broad and comprehensive. He comes to Rochester with the warmest commendations from Professors Chandler and Bogert of Columbia and from President Remsen of Johns Hopkins. We are to be congratulated on securing so competent a man to take up the work from which Dr. Lattimore has asked to be relieved. Professor Chambers will enter upon his duties the first of September 1908.

Mr. Gorsline, who has assisted Professor Lattimore for two years past in the chemical laboratory is expecting to take his doctor's degree at Johns Hopkins this June. He has indicated to me that he quite naturally hopes to find a more advanced position than we can offer, so that it is necessary to appoint an assistant for Professor Chambers. After diligent search for the right man he has recommended Mr. A. P. Frapwell, who was graduated from the University of Michigan in 1907 with the degree of bachelor of science, and has just taken his degree master of arts at

Columbia, for graduate work with Chemistry as major. Mr. Frapwell is a young man of fine mind, manly and attractive presence, and noble character. He has already had considerable experience in laboratory instruction at Michigan. On Professor Chambers' recommendation I nominate him to you to be Assistant in Chemistry.

The vacancy caused by the retirement of Professor Gilmore presents a somewhat complex problem owing to the rapid growth of our classes in Rhetoric during the past two or three years. That increase in numbers makes it impracticable for two men to give all the instruction that Professor Gilmore and Professor Slater have been giving, because the Freshmen class must be divided into a greater number of sections for the work in Rhetoric and Elocution, if the present rate of registration for the Freshman year is maintained. I am therefore convinced that three men will be needed for the work of this department. The control of the department naturally passes to Professor Slater, who has done very effective work with his classes. An instructor in English has been appointed to assist Professor Slater in the person of Mr. Raymond Dexter Havens. Mr. Havens was graduated a bachelor of arts from Rochester in 1902. He then taught mathematics at The Pratt Institute in Brooklyn for two years, and demonstrated his ability as a teacher. In 1904 he entered the graduate school of Harvard University, and for four years has been devoting himself to the work for the degree doctor of philosophy, with English Literature as his major subject. He is a candidate for that degree from Harvard at this coming commencement. His thesis is on *The Influence of Milton on English Poetry, 1667-1832*. One of the four years of his graduate study he spent in England. So that his preparation for his work has been uncommonly thorough. Mr. Havens is a man whom we know well, one

whose traits of mind, of character, and of disposition combine to justify high expectations for his rare success in the work to which we have called him.

Neither Professor Slater, nor Mr. Havens is equipped to do the work in Elocution and public speaking which Professor Gilmore is laying down. Moreover Professor Slater and Mr. Havens will need assistance in the work of reading themes in Freshman Rhetoric. The Executive Committee have accordingly authorized me to seek a man to recommend to you for appointment as instructor in Elocution and Public speaking. I hope to have a nomination ready by the time of the annual meeting of the Trustees.

Mr. Herbert E. Fowler, at present assistant in Mathematics, desires to resume his studies in architecture, and is planning to go next year to the Massachusetts Institute of Technology for that purpose. He has been a most faithful and helpful member of our teaching staff, and our highest wishes for future success, coupled with warm appreciation for his work here with us, will follow him. The vacancy so caused in the mathematical department has been filled by recalling to us as instructor in mathematics Mr. Charles W. Watkeys now a graduate student and instructor in Mathematics in Harvard University. As Mr. Watkeys served us assistant and Instructor in Mathematics from 1903 to 1906, leaving us to take up graduate work at Harvard, it is not necessary to say more here than that we count ourselves most fortunate in securing him again. The work of the teaching staff in mathematics has been greatly increased by the growing numbers of students; and this inevitably results in laying greatly increased responsibility upon the shoulders of the junior member of the department. The rank of that position has accordingly been advanced from assistant to instructor.

Mr. Eugene B. Patton, who was appointed last year to be Instructor in Economics and History, was with us during the autumn term, and made a very favorable impression. In accordance with our understanding with him, he has had leave of absence for the last half of the year, to complete his work at The University of Chicago for the degree of doctor of philosophy in Economics. This degree he expects to receive the present summer. His thesis is upon *The Resumption of Specie Payments in 1879*. We expect him to return to us for full work in September.

Changes in the Curriculum. While holding firmly to the conviction that it is well for students in college to have a large part of their studies prescribed while leaving a good opportunity open for free elections in accordance with the student's inclination and taste, the Faculty is constantly striving to make the course of study, particularly the subjects prescribed, as effective as possible for the purposes of general culture, and at the same time as valuable as possible for such later occupations as the several students may choose to enter. It would carry you too far into details to mention many of the slight changes which are made from year to year. Two which appear in the last annual catalogue may deserve mention.

(1) The appointment of Mr. Patton as Instructor in Economics and History has made possible three changes which have long been thought desirable. The work in History which is prescribed for all students will now be taught by Mr. Patton, and has been assigned to Sophomore instead of Junior year, where it has heretofore been. This leaves opportunity for two years of elective work in Political Science, an opportunity which Professor Morey has eagerly grasped. By this change a student who desires it may have three years of work in History and Political Science.

This second change is of large significance for the value of the college training for intelligent citizenship; and more particularly is it welcomed because it greatly enlarges the opportunity which students will have to come under the instruction of Professor Morey. The third change following upon the appointment of Mr. Patton is like the second. It is a new and rich offering of opportunity for the study of Economics. Mr. Patton will continue to conduct the prescribed work in Economics one term for all Juniors. In addition thereto, however, he will offer several elective courses, which will make it possible for students who desire it to have nearly two complete years of special work in Economics.

(2) Another modification worthy of mention is the announcement by the Faculty of a plan whereby students in college who are purposing to study medicine may, if they choose, effect a saving of one year in the work for the combined college and medical degrees. For several years the State Education Department has been seeking to devise a group of studies suitable to college instruction which might be accepted by the medical schools as equivalent to one of the four years prescribed for the medical course. That effort has proved unsuccessful chiefly for the reason that some subjects, such as human anatomy, which must be taught in the first year of the four year medical course, are wholly unsuited for college instruction. Four years ago, in a discussion at the University Convention at Albany I expressed the conviction that the proper way to meet the difficulty presented by the excessive time demanded for the two degrees, was for the colleges frankly to acknowledge that work which must come in the first medical year—human anatomy and physiology for instance—is work which the colleges would not undertake if they could,—yet, as such subjects are taught in modern medical schools of the higher

grade, they are as valid studies for culture as any of the sciences which find place in our curriculum. This being so, if a young man needs to save a year in making both the college and the medical degrees, it is a simple thing for the college to permit a student who has spent three years under its instruction, and in those years has completed all the *prescribed* studies for his degree, to go to an approved medical school with the understanding that the college will credit towards the college degree strictly scientific work done in the medical school to the extent of one year. This policy our Faculty has adopted and it has been announced in the catalogue for 1907-1908. In making this announcement, we have reserved the right to say in such case whether the medical school to which our student may wish to go is doing work for which we will give college credit. We have also reserved the right to say what subjects in the curriculum of an approved medical school are deemed by us to be suitable to receive college credit. With these full reservations, however, we are convinced that any student who enters one of the medical schools of the higher rank can cover in the first year of medical study, work which we will credit for one year towards his college degree, so that he can return and take his degree with the class of which he was a member in college.

Further Improvements in Anderson Hall. The increase in the number of our students has produced a crowded condition in some of our lecture and class rooms—notably those of Professors Morey and Forbes—which made it imperative that some system for more adequate ventilation should be installed for the rooms most urgently needing it. After much study of the situation we installed for three rooms a new system of vent flues for the removal of vitiated air, and a new supply of heated fresh air delivered to the

rooms by gravity. The new plant has given much relief, and has demonstrated the wisdom and necessity of such an improvement. In addition to this improvement we have changed the main outer doors of Anderson Hall and the Reynolds Laboratory to swing outward in order to avoid panic in case of fire. This change was made after the Colingwood disaster because we wish to guard against even the remote chance of trouble in case of fire. The doors of our other buildings had already been made to swing outward. The cost of these changes was \$1249.01.

The Treasurer's Report, which is published herewith presents the account of current expenditures in a slightly different form than heretofore. It has seemed to us to be desirable that expenditures for repairs and supplies for our buildings, and likewise that the expenditures for supplies for the different departments should be separately charged to different accounts. Moreover, heat, and light and power, are now treated as separate items. These changes have been made in order to enable us to check up more closely the cost of different parts of our work. The new system will make it possible to work on a more detailed budget in the future than has been practicable in the past. One special item of expenditure calls for remark. The large payment for insurance, \$1815.61, is due to the fact that during the year a large part of our insurance ran out, and the Finance Committee concluded to reinsure the whole property on the basis of full valuation, inasmuch as a very favorable rate was obtainable for such a reinsurance. We are now carrying insurance amounting to \$477,000. The premiums paid cover this insurance for 3 years. Of the total disbursement on insurance account \$1,145.32 is thus for unearned premiums, and may justly be considered as

an asset to put against the deficiency of \$1,296.76 shown by the Treasurer's report. One half of this unearned premium is thus chargeable against the disbursements of the year 1908-9, and the balance against the disbursements of the year 1909-10. Since the closing of the Treasurer's books for the year \$276.50 have been received which are applicable upon last year's account so that the actual deficiency stands at the time of this writing at \$1,020.26. If the \$1,145.32 of unearned premiums be charged to the two subsequent years, the deficiency is changed to a favorable balance of \$125.08.

Student Fees. Last year the Treasurer reported an increase over the preceding year in cash received from student fees amounting to \$2,508.97. This year shows an increase over last year from \$22,474.50 to \$26,245.90, an advance of \$3,771.40. This increase is the natural result of the enlarged enrollment already noticed. Coincidentally with this increase in student payments, the Treasurer reports an increase in scholarships granted from \$5,791 to \$6,944, a decrease in deferred tuition notes accepted from \$2,520 to \$1,632.75, and a decrease in employment orders honored from \$1,534.75 to \$929.55, a net decrease of \$339.45 in the total of concessions to students on tuition account—from \$9,845.75 in 1907 to \$9,506.30 in 1908. I would repeat what I said in my last report, that the power to make these concessions to students who are in need is one of the most important privileges possessed by our colleges; but that its abuse is one of the most crying evils besetting college administration.

Gifts for Current Expense. This favorable outcome for the year would have been impossible without special assistance from our friends. In my last report I called attention to a deficiency of \$4,291.12 for the year 1906-7. Response

to an appeal for subscriptions to cancel that deficiency was prompt and generous, and before the first of July the whole amount had been provided for.

In view of that deficiency, and the manifest need for a larger income, the Associated Alumni at the meeting last June inaugurated *an Alumni Maintenance Fund*, under the stimulating leadership of the Class of 1877, which subscribed \$1,000 towards this year's current expense. The managers of the Associated Alumni have devised a plan for systematic efforts to interest alumni in the movement, and the result appears in the Treasurer's report that \$1,496.00 have been received from that source to help meet the current year's expenses. This fund may grow to be not only a most helpful source of increased income, but also a most valuable means for expression of living interest in Alma Mater's work by many alumni who may find it impracticable to share in larger undertakings for the advancement of our activities. The fact that Yale and not a few other colleges have found such a fund a source of such double advantage is warrant for much hopefulness for the success of this new alumni undertaking. It would seem that this fund might offer a welcome opportunity for graduates who have enjoyed scholarships while in college, to make payments of practical gratitude on account of that assistance gladly granted by the college in the days of their necessity.

Other gifts for current expense have been received—from Mrs. James S. Watson and Mrs. W. R. Taylor, to maintain the lectures on Italian Art conducted by Dr. Elizabeth H. Denio, and from Mrs. Watson for art periodicals for the Library; from Messrs. J. T. Alling and W. C. Shepard, Dr. Ira S. Wile, the Society of Colonial Dames of the State of New York, and the New York State Woman Suffrage Association, for several prizes; from Doctor C. A.

Dewey and Doctor R. M. Moore for scholarships at the Marine Biological Laboratory at Woods Hole, and from several generous Germans in Rochester, to defray the expense of a lecture by Dr. Hermann Anders Krüger of the Royal Technological Institute of Hanover.

Other Gifts. The University is most fortunate in having obtained the excellent collection of the birds of Western New York made by Professor E. Howard Eaton of Hobart College (a graduate in our Class of 1890), and Mr. A. H. Wilbur of Canandaigua. This collection was sold to the University at a very low figure, and the purchase was made possible by the liberality of two ladies who have often befriended us before, Mrs. Ernest R. Willard, and Mrs. James S. Watson of Rochester. The collection is now being mounted in a special case provided for it in the Zoological Museum in the Eastman Building.

Mr. George Keyes has added much to our collection of native birds' eggs.

Several pictures have been added to the collection which adorns the walls of the German lecture room. Noteworthy among which are an enlargement of a picture of Professor Mixer taken by Mr. Roscoe A. Hagen on last Commencement day. The enlargement is the gift of Mr. Hagen. Others of the pictures have been given by students in the German classes. I am advised that several of the Alumni have provided a life size portrait of Professor Mixer to be given to the University at the coming Commencement season.

The Botanical Museum has received a gift of samples illustrating stages in the manufacture of various commercial products of cocoa.

For all of these gifts the University is sincerely grateful.

By an oversight which is greatly regretted, I omitted to mention in my last report the gift of the Taylor Brothers

Company of Rochester, of a "Barograph," a scientific instrument of great delicacy for recording variations in barometric pressure. The instrument is mounted in Professor Fairchild's laboratory, for the particular use of students in meteorology.

Applied Science. In March, 1905, Mr. Carnegie proposed to give us \$100,000 for a new building for Applied Science if we would add \$100,000 to our Endowment Fund. At the time Mr. Carnegie's offer was received we were just completing our collections on account of the subscriptions made to provide and equip the new Eastman Laboratories. It was not, therefore, an opportune time to proceed at once with a new canvass among the same friends who had given to our earlier fund. A beginning was made, however, but progress was very slow, due to increasing financial complications in Rochester. The undertaking was never dormant, but the subscriptions increased very slowly until at the end of December, 1907, the total obtained amounted to \$46,638, of which \$24,469 had already been paid in. On April 3, 1908, however, the General Education Board of New York made a conditional appropriation to us of \$30,000 towards the \$100,000 necessary to meet Mr. Carnegie's offer, contingent upon the completion of the subscription by July 1, 1908. On receiving this offer, our friends at once took hold of the undertaking with us, and I am most happy to report that the total of subscriptions in hand as this report goes to press is \$99,588, of which amount \$25,559 has already been paid in. I am confident that the full amount will be amply covered before Commencement. These subscriptions are payable on or before December 15, 1908. So that before the first of January, 1909, we expect to have in hand the full \$100,000 to meet Mr. Carnegie's offer. His payments will be made as the work on the new building progresses.

The New Work in Applied Science. For clearness, I may say at once that this new work will *not* undertake to give the full training necessary to develop engineers. For that work we should need a much larger equipment and a much larger endowment than our present increase will provide for us. Our undertaking will be a more modest one, controlled at every step by the determination to undertake no more than we can do thoroughly. It will result in the addition of a Fifth Group in our Scientific Course. Students who complete it will receive the degree Bachelor of Science, and the training given them will aim to accomplish one of two ends. (1) Many students who propose to enter on business careers choose engineering subjects for their higher education because of the value which these studies may have for them in business. Few such students have need for the final stages of specialized training which are essential for the making of an engineer. The fundamental studies in Science, Mathematics, and their industrial applications, are the subjects in a technical course which have chief value for these students. These subjects are found in the first three years of the technical course, the fourth year being devoted to more special and professional disciplines. It is our expectation that our new group in Applied Science will include the subjects commonly covered in the first three years of Technology together with an added year of general studies of much value for liberal culture. Graduates from this group would thus be prepared to enter on commercial careers with all the advantage offered for such careers by technical training, coupled with the distinct advantage arising from a more general liberal culture.

(2) It is probable that not a few students who choose our Applied Science group of studies, will find growing in them a desire to go on and complete their full training as engineers. Inasmuch as we shall not be equipped to

give that full training, it will be our purpose so to organize the work we do give that a student who has completed it, may pass on to such a technical school as Sibley College at Cornell or The Massachusetts Institute of Technology, for the last year of technical work, and so receive his full engineering equipment in five years from the date of his admission to college. Such a five years course would be practically the equivalent of the new five year course for engineers which the Cornell Faculty has announced.

This new work, as we hope to develop it, will be genuine college work. The introduction of courses in Applied Science into our curriculum is not regarded by us as a departure from college ideals. These studies are simply further agencies for general culture by means of work which may prove practically useful to the student. It is difficult to estimate justly the possible culture value of the training in accuracy, the demand for efficiency, the checking of theories by practical results, which characterize applied science. I anticipate that some of these new studies will be taken by men not registered in the Applied Science Group, precisely as now Classical and Philosophical students elect advanced courses in Physics or Chemistry. I expect, therefore, that our new venture will broaden significantly our conception of culture, and will introduce into that conception something of the sensitiveness for efficiency which characterizes applied science. It is a consideration of no slight interest that such a use of technical instruction for purposes of culture will realize an ideal cherished by our founders in 1850, as I pointed out in my last report. The details of the new work are now receiving careful study, and will be presented in a future report. The plans for the new building are also in preparation by Messrs. Whitfield & King of New York, architects of the Engineers' Club in New York, the new

Physics Laboratory at the Rensselaer Polytechnic Institute in Troy, and many other important works.

The Proposed Dormitory is still in anticipation. The plans have been worked out, and we are ready to proceed at short notice with the building, but the financial reaction of the past year has made necessary a postponement of active operations. Our desire is strong that this postponement may be for a short time only.

Bequests. During the year our Treasurer has received \$10,484.08 from the estate of the late Rev. Thomas Rogers of the Class of 1858.

Another member of 1858, Major Willard Abbott, died in June, 1907, leaving to us a bequest of \$5,000. This estate has not yet been settled.

The Lewis H. Morgan estate is still in litigation. Two attempts on the part of the litigants to have the will set aside have been decided wholly in our favor, and the executors have transferred to us the property in their hands in accordance with the terms of the will under the instructions of the Surrogate of Monroe County. Our Treasurer is holding this property by itself, permitting the income to accrue, pending the conclusion of the litigation. Appeal has been taken from the Surrogate's decision to the Appellate Division of the Supreme Court, and the case was argued on May 9th, our interest, being defended by Mr. Charles M. Williams. The decision on this appeal has not yet been rendered. I cannot speak too strongly of the skill and fidelity of Mr. Williams's care for our interests in this matter.

I am constrained to express once more my conviction of the importance of suggesting to Alumni and friends of the University the propriety of giving thought to our work and its needs when planning for the ultimate distribution of their estates.

The Reports from the Faculty. Each professor and assistant professor has rendered to me the customary annual report. These reports are accessible to any member of the Board who wishes to read them. The customary record of classes taught by each member of the Faculty is appended. One or two items contained in these reports call for special mention.

Professor Gilmore closes his report with these words: "In asking to be relieved from the duties which I have attempted to discharge for more than forty years, I wish to congratulate The University of Rochester on the fact that it has, in Dr. Slater, a man so admirably qualified to become the Head of the English Department; and to express my confidence that Mr. Havens, who has been appointed to give instruction in that department, will be found thoroughly qualified for the duties which he will be required to undertake.

"I desire, also, to express my gratitude to the Trustees of the University, to the members of its Faculty, and especially to the President, for many tokens of their kind consideration; and cherish the hope that, in other ways than that of class-room instruction, I may still be of service to that college with which my life has, for so many years been identified."

Professor Slater reports that "In the required freshman courses in rhetoric there has been an increasing emphasis upon the elementary principles of composition. Students found incompetent in grammar, spelling and sentence structure have in some cases been excluded from the department. In order to meet the need for further review of elementary principles for those whose rank continues low throughout the freshman year, a new sophomore course has been announced, to be required of all whose freshman standing averages below 75 per cent."

Professor Kendrick says concerning classes recently conducted in elementary Greek: "Two years ago elementary Greek was introduced. Seven students completed the six required courses for the Classical Course. Since then seven advanced courses have been elected by five of these students. This seems to indicate that elementary Greek meets the desires of a number of students. The class this year, prepared by Dr. Hoeing, has proven a splendid group of students as they come to me in Course C, Homer's Iliad. I desire to express my appreciation of Professor Hoeing's efficient instruction, and also of the excellent character of the students who thus elect Greek at considerable sacrifice."

Professor Gale reports: "During the autumn and winter terms I met the entire freshmen class for an informal lecture on points of interest from the historical point of view or from that of general culture, with the object of giving the students a more thorough appreciation of the subject of mathematics. Such lectures may be made of great value and I hope to continue them in the future. The schedule for the spring term made it necessary to discontinue them for this year."

Professor Lattimore makes the following valuable comments on the work in chemistry: "Chemistry is a large subject and is growing larger every year, and the attempt to give the student an intelligent outline of it almost inevitably leads to hasty and superficial teaching with scanty permanent results. With the recent extension of chemistry into the domain of all the other sciences its fundamental importance is immensely increased. Its invasion of the field of physics has created what is almost a distinct science, physical chemistry, while its relation to biology in both its branches is simply essential. Every year demonstrates its economic and technological importance as an indispensable element in the study of economics and for which it furnishes a wealth of

the most pertinent illustration. The physician always needs to have at hand his text-books of physiological and pathological chemistry, while this, in common with all other sciences, is playing an increasingly important part in the judicial forum and in the legislative hall. In the developments of sanitary science and in the modern campaign for the prevention of disease, chemistry and its allied sciences are brought under heavy contribution.

“While I am of the opinion that the boundary line between collegiate and professional studies should be distinctly recognized and faithfully preserved, I am also of the opinion that the college is the place to lay scientific foundations sound enough to be built upon in the university, and broad enough to neutralize the narrowing tendencies of specialized study. Professional men are to be found everywhere who are conspicuously and regrettably deficient in that breadth of vision and quality of culture which must be acquired in college if acquired at all.

“These suggestions are offered in view of the fact that, as it appears to me, the time has fully come for a large if not revolutionary reorganization of this department, and I have great pleasure in the anticipation that, with the sympathetic coöperation of the Faculty and Trustees, my successor, Dr. Chambers, may be able greatly to increase the efficiency of the Department of Chemistry.”

Professor Dodge announces that “The generosity of friends has enabled the University to purchase from Messrs. E. H. Eaton and A. H. Wilbur a nearly complete collection of the birds of Western New York. The collection contains nearly five hundred specimens, about equally divided between mounted and unmounted skins, illustrating about one hundred seventy-five species. It thus contains material both for exhibition and for study. It is probably the most complete collection of the avifauna of this region. A spe-

cial case will be used to display the collection, the value of which will be enhanced by the addition to it of the collection of nests and eggs of native birds already in the possession of the University. By the side of each specimen a food-chart will be placed indicating to the observer which are the beneficial and which the harmful species.

“From Mr. George Keyes has been received a considerable addition to the collection of native birds’ eggs.

“It is gratifying to state that the supporters of the Edward Mott Moore and the Chester Dewey scholarships in biology have agreed to continue them. Two prizes for proficiency in work in biology have been offered by Dr. Ira S. Wile, of the class of 1898.”

Professor Merrell describes an interesting work which he has been doing during the year: “At the call of the Institute Conductors connected with the State Education Department, I have attended fifteen teachers institutes, giving instruction to the teachers regarding certain phases of their biology and nature study work. This work has been helpful to me, not only because of the new field of influence which it has developed, but because of the reflex stimulus which it has given me in connection with my regular work. I wish to express my appreciation of the generous policy which has made these absences from regular duties possible.

“At the request of some of the teachers whom I met at the institute at Honeoye Falls, I offered a Saturday course in High School Biology, and this work has continued since the latter part of January. Of the eight persons who have been in attendance, two are principals of Monroe County high schools, five are teachers in this county and adjacent territory.”

Professor Fairchild reports: “The concentration or consolidation of my library with the geologic books of the University to form the Department Library is the most im-

portant item of the year. All the vacation time of the past year has been used in investigation work on the Pleistocene geology of the State, or on attendance on scientific meetings. The coming summer will be used in the same way.

“Following is the bibliographic list of my published writings since May, one year ago:

How should faults be named and classified, (discussion). *Economic Geology*, Vol. II, pp. 184-185, March and April, 1907.

Proceedings of the eighteenth annual meeting, held at Ottawa, Canada, December 27, 28 and 29, 1905, etc. *Bull. Geol. Soc. Amer.*, Vol. XVII, pp. 671-785, March, 1907.

Drumlin structure and origin. (abstract). *Bull. Geol. Soc. Amer.*, Vol. XVII, pp. 702-706, March, 1907.

Gilbert Gulf (Marine waters in Ontario basin), *Bull. Geol. Soc. Amer.*, Vol. XVII, pp. 712-718, March, 1907.

Origin of Meteor Crater (Coon Butte), Arizona, (abstract). *Science*, Vol. XXV, p. 768, May 17, 1907.

Drumlins of central and western New York. *N. Y. State Museum*, Bull. III (Geology 13), pp. 391-443, 47 plates, Albany, July, 1907.

Geology of the Black River valley. *Carthage Tribune*, Carthage, N. Y., August 17, 1907.

Iroquois extinction, (abstract). *Science*, Vol. XXVI, pp. 398-399, September 27, 1907.

A Meteor Crater in Arizona, (abstract). *Congrès Geol. Int. Compte Reudu. Xème Ses. Mexico*, 1907. *Prem. fasc.* pp. 147-151, 1907.

Origin of Meteor Crater (Coon Butte), Arizona. *Bull. Geol. Soc. Amer.*, XX, pp. 493-504, 1907.

Pleistocene History of the Genesee valley in the Portage district. *N. Y. State Museum*, Bull. 118, pp. 70-84, 1907.”

Professor Forbes announces that “By an arrangement with the principal of the East High School, it has been pos-

sible for the first time to give to students, who are candidates for the College Graduates' Professional Certificate, an opportunity for systematic observation and practice work under the supervision of the heads of departments in the East High School."

The Library. The Assistant Librarian's report is appended (see page 43). The large and valuable collection of books from the Harkness Library is still in process of being accessioned and arranged for our shelves. The significance of the gift will be seen in the fact that it includes 1,549 bound volumes, 118 unbound volumes, 5,622 numbers of periodicals and serials, 1,332 pamphlets, and 21 packages of maps. Mr. Hiram W. Sibley continues to make valuable additions to the Musical Library. Mr. R. C. E. Brown of the Class of 1889 has presented 52 volumes of recent publications to the Library. Dr. Rossiter Johnson of the Class of 1863 has added to his frequent earlier gifts 16 beautiful volumes of *The Literature of Italy*. The Carnegie Institution of Washington has contributed its scientific publications for the year. A full acknowledgment of all gifts will be found in the Report. The Library is used increasingly year by year by citizens not connected with the University, a condition which we hope to see grow to the fullest extent that is practicable.

A word is due you concerning the leave of absence which the Executive Committee has generously granted to me. From a source highly friendly to the University the suggestion came to me last December that it might be advantageous to the work with which I am charged here if I were to plan to spend the next year in Europe. The fact that we are soon to introduce new work in Applied Science made the suggestion seem to me to be timely. I believe

that in connection with our new project it will be profitable for me to observe the practice and the equipment in technical education in England and on the Continent. I shall also seek to acquaint myself with other aspects of current practice in higher education, for our advantage in the study of our own problems here in Rochester. And while absent I shall keep in constant correspondence with those here who are studying with me the details of the new work we contemplate. So that at the end of the year we should be able to proceed rapidly with our new development, under the guidance of opinion formed by acquaintance with the best modern practice both in this country and in Europe.

I should be false to myself if I failed to confess that the prospect of this interruption in the work which has absorbed me with utmost happiness during the past eight years, awakens much hesitancy of feeling. I should be equally false if I failed to confess that the opportunity for these new experiences fills me with pleasantest anticipation.

I find peculiar satisfaction and confidence in the selection by you of Professor Burton to assume the responsibility for the administration during my absence. His experience and demonstrated efficiency during the two years 1898 to 1900, warrant the highest expectation, and a congratulation of the University upon his acceptance of this temporary responsibility.

I must say further that the thought of absence for a year would be filled with solicitude but for the knowledge I have gained of the character, the ability, the harmonious loyalty, and the efficiency of our Faculty. For an added year of cordial coöperation, of considerate kindness, and frankly expressed friendship, I owe to my colleagues renewed expressions of gratitude. Like gratitude I cherish for the liberal, sympathetic, and discriminating helpfulness of the members of your Board.

It will be my determination to make this year of relief from active responsibility one which will bring me back to this work more perfectly fitted to aid in the great development which I am confident lies before us here in Rochester.

RUSH RHEES

June 2, 1908.

Courses of Instructions Given in 1908-1909

1. Professor Slater—Expository Composition. Autumn term, three sections, two hours a week.
97 men, 36 women, total 133.
2. Professor Slater—Argumentative Composition. Winter term, two sections, two hours a week.
80 men, 35 women, total 115.
3. Professor Slater—Descriptive and Narrative Composition. Spring term, two sections, two hours a week.
74 men, 30 women, total 104.
4. Professor Slater—Sophomore Essays.
Autumn term, 57 men, 43 women, total 100.
Winter term, 51 men, 41 women, total 92.
Spring term, 42 men, 40 women, total 82.
5. Professor Gilmore—Junior Essays.
Winter term, 26 men, 6 women, total 32.
Spring term, 25 men, 15 women, total 40.
6. Professor Slater—Daily Themes. Autumn term two hours a week. 1 man, 11 women, total 12.
7. Professor Gilmore—Class Room Debates. Autumn term, two hours a week.
40 men, 17 women, total 57.
8. Professor Gilmore—Senior Orations. One from each member of the class.
Autumn term, 32 men, 27 women, total 59.
Winter term, 7 men, 22 women, total 29.
9. Professor Gilmore—Class Room Debates. Winter term, two sections, one hour a week.
20 men, 12 women, total 32.

ELOCUTION—PROFESSOR GILMORE.

1. Theory of Elocution. Autumn term, two sections, one hour a week. 96 men, 37 women, total 133.
2. Practical Training. Winter term, five sections, one hour a week. 80 men, 35 women, total 115.
3. Class Room Declamations. Spring term, three sections, one hour a week. 71 men, 34 women, total 105.

Also drill in preparation for Senior chapel orations, for Commencement orations, for Sophomore declamations, and for class room declamations, involving 234 individual rehearsals.

ENGLISH

1. Professor Gilmore—English Literature. Autumn term, two sections, two hours a week. 49 men, 41 women, total 90.
2. Professor Gilmore—English Literature, continued, Winter term, two sections, two hours a week. 48 men, 35 women, total 83.
3. Professor Gilmore—English Poetry. Spring term, five hours a week. 18 men, 24 women, total 42.
4. Professor Slater—Chaucer. Spring term, three hours a week. 6 women, total 6.
5. Professor Gilmore—American Literature. Winter term, three hours a week. 14 men, 12 women, total 26.
- 7 Professor Slater—Old English. Autumn term, five hours a week. 2 men 5 women, total 7.
8. Professor Slater—Beowulf. Spring term, two hours a week. 5 women, total 5.
10. Professor Gilmore—Development of English Poetry. Spring term, two hours a week. 2 men, 16 women, total 18.

11. Professor Gilmore—The English Bible. Autumn term, one hour a week. 2 men, 16 women, total 18.
12. Professor Gilmore—English Novel. Throughout the year, one hour a week. 5 men, 37 women, total 42.
- Professor Gilmore—Teachers' class. Saturdays throughout the year. 5 men, 16 women, total 21.

GREEK.

- A. Professor Hoeing—Elementary Greek. Fall term, five hours a week. 3 men, 12 women, total 15.
- B. Professor Hoeing—Xenophon. Winter term, five hours a week. 2 men, 11 women, total 13.
- C. Professor Kendrick—Homer's Iliad. Spring term, five hours a week. 2 men, 10 women, total 12.
 1. Professor Kendrick—Lysias. Autumn term, two sections, five hours a week. 19 men, 9 women, total 28.
 2. Professor Kendrick—Sophocles, Oedipus Tyrannus. Spring term, five hours a week. 13 men, 9 women, total 22.
 3. Professor Kendrick—Plato, Apology. Winter term, five hours a week. 16 men, 11 women, total 27.
 6. Professor Kendrick—Greek New Testament, Epistle to the Romans. Spring term, five hours a week. 11 men, 8 women, total 19.
 8. Professor Kendrick—Aristotle, Ethics. Autumn term, five hours a week. 2 men, 3 women, total 5.
 10. Professor Kendrick—Greek Archaeology, The History of Greek Sculpture and Architecture. Winter term, five hours a week. 2 men, 4 women, total 6.
 11. Professor Kendrick—Greek Reading. Winter and spring terms, one hour a week. 7 men, 11 women, total 18.

- 11a. Professor Kendrick—Greek Old Testament, I Maccabees. Winter term, one hour a week.
1 man, 2 women, total 3.
- 11b. Professor Kendrick—Xenophon's Memorabilia. Winter term, one hour a week.
6 men, 5 women, total 11.
- 11c. Professor Kendrick—Cebes' Tablet. Spring term, one hour a week.
4 women, total 4.

LATIN.

1. Professor Hoeing—Livy. Winter term, two sections, five hours a week. 30 men, 33 women, total 63.
- 2a. Professor Burton—Horace, Satires and Epistles. Autumn term, two sections, two hours a week.
26 men, 37 women, total 63.
- 2b. Professor Hoeing—Horace, Odes. Autumn term, two sections, three hours a week.
28 men, 37 women, total 65.
- 3a. Professor Burton—Pliny's. Letters. Spring term, two sections, two hours a week.
25 men, 33 women, total 58.
- 3b. Professor Hoeing—Tacitus. Spring term, two sections, three hours a week.
25 men, 33 women, total 58.
4. Professor Burton—Catullus, Tibullus and Propertius. Autumn term, five hours a week. 3 women, total 3.
6. Professor Burton—Lucretius. Winter term, five hours a week. 7 women, total 7.
7. Professor Hoeing—Plautus and Terence. Spring term, five hours a week. 5 men, 11 women, total 16.
8. Professor Burton—Teachers' Course. Spring term, three hours a week. 9 women, total 9.

9. Professor Hoeing—Advanced Composition. Spring term, two hours a week. 10 women, total 10.
12. Professor Burton—Roman Topography and Architecture. Spring term, five hours a week. 6 men, total 6.
- 13b. Professor Burton—Sight Reading in Pliny. Autumn and Winter terms, one hour a week. 3 women, total 3.
- 13e. Professor Burton—Sight Reading in Gellius. Winter term, two hours a week 3 men, 4 women, total 7.

GERMAN—PROFESSOR SHEDD.

1. Elementary German, a. Autumn term, five hours a week. 26 men, 9 women, total 35.
2. Elementary German, b. Winter term, five hours a week. 28 men, 11 women, total 39.
3. Intermediate German. Autumn and Spring terms, five hours a week.
Autumn term, 23 men, 4 women, total 37.
Spring term, 27 men, 10 women, total 37.
4. Schiller. Autumn term, five hours a week. 34 men, 36 women, total 70.
5. Lessing. Spring term, five hours a week. 23 men, 21 women, total 44.
7. Faust. Winter term, five hours a week. 5 men, 15 women, total 20.
8. Advanced Composition and Conversation. Spring term, five hours a week. 4 men, 12 women, total 16.
9. Scientific German. Winter term, five hours a week. 46 men, 16 women, total 62.
10. German Comedy. Throughout the year, one hour a week. Autumn term, 1 man, 8 women, total 9.
Winter term, 5 men, 17 women, total 22.
Spring term, 7 men, 16 women, total 23.

FRENCH—PROFESSOR MOORE.

1. Elementary French,
 - a. Autumn term, five hours a week.
50 men, 18 women, total 68.
 - b. Winter term, five hours a week.
27 men, 9 women, total 36.
2. Elementary French,
 - a. Winter term, five hours a week.
31 men, 19 women, total 50.
 - b. Spring term, five hours a week.
34 men, 15 women, total 49.
3. Modern French Prose and Poetry. Spring term, five hours a week. 25 men, 16 women, total 41.
4. Scientific French. Spring term, two hours a week.
20 men, 5 women, total 25.
- 5a. French Drama. Autumn term, five hours a week.
7 men, 15 women, total 22.
6. Advanced Composition. Winter term, three hours a week.
2 men, 9 women, total 11.

ITALIAN—PROFESSOR MOORE.

1. Elementary Italian. Autumn term, five hours a week.
9 men, 15 women, total 24.
2. Select Reading. Winter term, five hours a week.
5 men, 11 women, total 16.
3. Classic Prose and Poetry. Spring term, three hours a week.
1 man, 5 women, total 6.

MATHEMATICS.

1. Professor Gale and Mr. Fowler—Solid Geometry.
Autumn term, three sections, four hours a week.
90 men, 30 women, total 120

2. Professor Gale, Mr. Lamson and Mr. Fowler—Trigonometry. Winter term, three sections, four hours a week. 79 men, 30 women, total 109.
3. Professor Gale and Mr. Fowler—Advanced Algebra. Spring term, three sections, four hours a week. 63 men, 27 women, total 90.
4. Professor Gale—Analytic Geometry. Autumn term, five hours a week. 23 men, 9 women, total 32.
5. Professor Gale—Differential Calculus. Winter term, five hours a week. 10 men, 5 women, total 15.
6. Professor Gale—Integral Calculus. Spring term, five hours a week. 7 men, 4 women, total 11.
- 7a. Professor Gale—Analytic Mechanics. Autumn term, three hours a week. 15 men, total 15.
- 7b. Professor Gale—Analytic Mechanics. Winter term, three hours a week. 7 men, total 7.
- 7c. Professor Gale—Analytic Mechanics. Spring term, three hours a week. 6 men, total 6.
8. Mr. Fowler—Descriptive Geometry. Winter term, five hours a week. 15 men, total 15.
9. Professor Gale and Mr. Lamson—Teachers' Course. Autumn term, five hours a week. 1 man, 3 women, total 4.
- 10b. Professor Gale—Higher Algebra. Spring term, three hours a week. 1 man, 2 women, total 3.
- 11b. Professor Gale—Geometric Transformations. Winter term, three hours a week. 2 women, total 2.

PHYSICS.

- A. Professor Lawrence—General course. Autumn term, five hours a week class work. 25 men, 27 women, total 52.

- B. Professor Minchin—General Laboratory course. Winter term, four hours a week laboratory.
12 men, 17 women, total 29.
1. Professor Minchin—Mechanics and Heat. Autumn term, three hours a week class work, four hours a week laboratory. 33 men, 6 women, total 39.
 2. Professor Minchin—Sound and Light. Spring term, three hours a week class work, four hours a week laboratory. 24 men, 3 women, total 27.
 3. Professor Lawrence—Electricity. Winter term, three hours a week class work, four hours a week laboratory. 42 men, 2 women, total 44.
 4. Professor Lawrence—Dynamo and Motor. Spring term, two hours a week class work, six hours a week laboratory. 8 men, total 8.
 5. Professor Lawrence and Professor Minchin—Physical Measurements. Throughout the year, ten hours a week laboratory. Autumn term, 1 man, total 1.
Winter term, 17 men, total 17.
Spring term, 21 men, total 21.
 6. Professor Lawrence—Alternating Currents. Throughout the year, three hours a week.
Autumn term, 14 men, total 14.
Winter term, 6 men, total 6.
Spring term, 9 men, total 9.
- Professor Minchin—Teachers' Class. Saturdays throughout the year. 3 men, 5 women, total 8.

CHEMISTRY.

1. Professor Lattimore and Mr. Woodland—Theoretical Chemistry. Spring term, five hours a week.
76 men, 42 women, total 118.

2. Professor Lattimore and Mr. Gorsline—Qualitative and Quantitative Analysis.
 - a. Autumn term, 122 hours in laboratory.
43 men, 3 women, total 46.
 - b. Winter term, 106 hours in laboratory.
39 men, 2 women, total 41.
 - c. Spring term, 102 hours in laboratory.
24 men, 1 woman, total 25.

BIOLOGY.

1. Professor Merrell—Biology of the Cell. Autumn term, two hours a week class work, six hours a week laboratory, two sections. 41 men, 13 women, total 54.
2. Professor Dodge—Biology of the Animal. Winter term, two hours a week class work, six hours a week laboratory. 18 men, 10 women, total 28.
3. Professor Merrell—Biology of the Plant. Spring term, two hours a week class work, six hours a week laboratory and field. 15 men, 5 women, total 20.
4. Professor Merrell—Systematic Botany. Spring term, two hours a week class work.
15 men, 12 women, total 27.
5. Professor Dodge and Professor Merrell—General Biology. Winter term, three hours a week.
50 men, 40 women, total 90.
Spring term, three hours a week.
23 men, 6 women, total 29.
7. Professor Dodge—Bacteriology. Spring term, ten hours a week laboratory with quizzes.
9 men, total 9.
10. Professor Merrell—Morphology of Cryptogams. Autumn term, two hours a week class work, six hours a week laboratory. 2 men, 1 woman, total 3.

11. Professor Merrell—Morphology of Phanerogams.
Winter term, two hours a week class work, six hours
a week laboratory. 1 man, 1 woman, total 2.
12. Professor Merrell—Plant Ecology. Spring term, ten
hours a week laboratory and field work with quizzes.
4 men, 1 woman, total 5.

GEOLOGY—PROFESSOR FAIRCHILD.

1. Mineralogy. Winter term, ten hours a week labora-
tory. 22 men, 15 women, total 37.
2. Elementary Geology. Spring term, five hours a week.
32 men, 14 women, total 46.
3. Physical Geology. Autumn term, ten hours a week
laboratory and class work.
24 men, 4 women, total 28.
4. Historical Geology. Spring term, ten hours a week
class, laboratory and field work.
7 men, 2 women, total 9.
5. Meteorology. Winter term, three hours a week.
24 men, 3 women, total 27.
6. Physiography. Winter term, two hours a week.
20 men, 2 women, total 22.
7. Economic Geology. Autumn term, five hours a week.
4 men, total 4.
Spring term, five hours a week.
7 men, total 7.
11. Glacial Geology. Autumn term, five hours a week,
1 man, total 1.

HISTORY—PROFESSOR MOREY.

1. Mediæval History. Autumn term, five hours a week.
38 men, 20 women, total 58.

2. Modern States System. Winter term, five hours a week. 37 men, 19 women, total 56.
3. Constitutional Law. Autumn term, five hours a week. 16 men, 13 women, total 29.
4. Roman Law. Winter term, five hours a week. 20 men, 12 women, total 32.
5. International Law. Spring term, five hours a week. 19 men, 11 women, total 30.

ECONOMICS—MR. PATTON.

1. Principles of Economics. Autumn term, five hours a week. 32 men, 19 women, total 51.

PHILOSOPHY—PROFESSOR FORBES.

1. Elementary Psychology. Autumn term, five hours a week. 38 men, 19 women, total 57.
2. Logic. Winter term, two sections, five hours a week. 40 men, 21 women, total 61.
3. Ethics. Spring term, five hours a week, two sections. 39 men, 24 women, total 63.
4. Introduction to Philosophy. Autumn term, five hours a week. 21 men, 12 women, total 33.
6. History of Modern Philosophy. Winter and Spring terms, two hours a week. 11 men, 8 women, total 19.
7. Institutes of Education. Winter term, five hours a week. 17 men, 23 women, total 40.
8. History of Education. Spring term, five hours a week. 19 men, 24 women, total 43.

BIBLICAL LITERATURE—PROFESSOR RHEES.

2. The Life of Paul. Winter term, two hours a week.
2 men, 8 women, total 10.
Spring term, two hours a week.
2 men, 5 women, total 7.

HISTORY OF ART—DR. DENIO.

- History of Italian Art. Winter term, three hours a
week. 1 man, 10 women, total 11.
Spring term, three hours a week.
1 man, 4 women, total 5.

PHYSICAL EDUCATION—DR. STROUD.

The Physical Director met the Freshman class in the autumn term for physical examinations and for ten lectures on the Physiology of Exercise. He met the members of the Freshman and Sophomore classes three times a week from the Thanksgiving recess to the close of the winter for Physical Exercise in the gymnasium.

Report of Assistant Librarian

To the President:

Herewith is submitted the report on the Library for the year May 1, 1907, to April 30, 1908.

A year ago the last entry on the accession books was No. 47,663. The last entry is now 48,998, an increase of 1,335. The number of volumes considered as now belonging to the Library is 48,198, exclusive of the Harkness collection (which is still in process of arrangement), and the geological library presented by Professor H. L. Fairchild.

The 1,335 added volumes are classified as to source as follows:

	Vols.
Purchased, Rathbun Fund	638
Purchased, Sage Fund	68
Purchased, Terry Fund	55
Purchased, Willard Fund	15
Purchased, Fassett Fund	5
Purchased, Welles Fund	2
Purchased, General Fund	194
	977
Presented, Sibley Musical Library	90
Presented, various donors, or deposited by the United States government	268
	358
	1335
Total	

Besides departments, officers and legislators of the National and State governments, corresponding institutions of learning, the publishers of several periodicals, and the

publishers for several learned bodies, the following have been donors of books to the Library during the year :

Mr. Francis R. Abbott; Mr. J. E. Ayer; Elmer James Bailey, Ph.D., '94; Mr. Arthur J. Barnes, ex-'68; Mr. Theodor Blume; Mr. Roscoe C. E. Brown, '89; Mr. Albert S. Campbell; Rev. A. S. Carman, '82; Mr. Henry G. Danforth; Mr. Arra E. Dewey; Professor C. W. Dodge, M. S.; Executors of Pliny Earle, M. D.; T. A. Emmet, M. D., LL. D.; Professor H. L. Fairchild; Prof. J. H. Gilmore, Ph. D.; The Misses Granger; Mr. Charles F. Horne; the Interpres Board of '08; Rossiter Johnson, LL. D., '63, and associates; Rev. R. S. MacArthur, D. D., '67; Professor A. H. Mixer, LL. D.; the New York State Collegiate Equal Suffrage League; Rev. A. A. Newhall, '72; Mr. F. D. Phinney, A. M., '78; Professor A. J. Ramaker, '95; Messrs. M. H. Saville and G. B. Heye; Professor C. A. Schenck; Professor K. P. Shedd, '89; Mr. Hiram W. Sibley; President A. H. Strong, D. D., LL. D.; Chi Charge of Theta Delta Chi; Mr. A. J. Townson; Professor H. C. Vedder, D. D., '73; Rev. E. S. Walker, '56; Mrs. James S. Watson; Mr. Charles M. Williams, '71; C. R. Witherspoon, M. D., '94.

During the year bills on account of the Library were certified to the Treasurer as follows :

For books	\$1,316.56
For periodicals	566.94
For binding	392.52
For Library supplies	33.30
	<hr/>
	\$2,309.32

The current expense account is as follows :

On hand, May 1, 1907.....	\$53.44
Received for fines	82.63
	<hr/>
	\$136.07

Paid for postage, expressage, and supplies 77.11

Balance on hand \$58.96

Of the Sage, Hubbell and Hale Fund, given for the purchase of "Les Grands Ecrivains de la France," \$98.23 remains for the purchase of the as yet unpublished volumes of the series; of the Welles Fund for Italian books \$67.80 remains unexpended; and of the Fassett Fund for Spanish books \$51.27 remains unspent.

Respectfully submitted,
H. K. PHINNEY,
Assistant Librarian.

TREASURER'S REPORT

THE UNIVERSITY OF ROCHESTER

MAY 1, 1908

JOSEPH T. ALLING
Treasurer

SECURITY TRUST COMPANY
Fiscal Agent.

F. L. LAMSON, Asst. Treasurer.

FIDELITY TRUST COMPANY
Depository of Permanent Funds.

General Statement

PRODUCTIVE ASSETS

Mortgage Loans	\$502,598.00	
Railroad and Other Bonds	196,000.00	
Real Estate	51,240.98	
Call Loan	1,510.00	
Cash in Fidelity Trust Company	19,137.86	
		770,486.84

NON-PRODUCTIVE ASSETS

Campus and President's House	236,736.15	
University Buildings—		
Anderson Hall	42,529.01	
Sibley Hall	114,983.46	
Reynolds Laboratory	28,000.00	
Alumni Gymnasium	28,787.55	
Central Heating Plant	29,003.99	
Eastman Laboratories and Furniture	92,719.32	
		336,023.33
Library	78,956.17	572,759.48
Furniture	9,047.49	
Geological Museum	40,110.75	
Zoological Museum	649.91	
Geological Apparatus	1,347.89	
Physical Apparatus	19,455.30	
Chemical Apparatus	8,433.85	
Biological Apparatus	6,985.44	
Art Collection	6,904.00	
		171,890.80
Bills Receivable		18,017.36
		1,533,154.48

The above statement agrees with the books of the University, and the securities stated thereon are in the custody of the Fiscal Agent.
 Rochester, N. Y., June 5, 1908.

WALTER S. HUBBELL }
 GEORGE C. HOLLISTER } Committee

General Statement

General Fund	\$594,508.33
Library Fund—	
Rathbone Fund	25,000.00
Willard Fund	1,000.00
E. O. Sage Fund	5,000.00
S. S. Terry Fund.	2,500.00
	33,500.00
Building Fund—	
Anderson Hall	40,000.00
Sibley Hall	114,917.73
Reynolds Laboratory	28,000.00
Alumni Gymnasium	20,144.22
Central Heating Plant	29,003.99
Eastman Laboratories	103,105.40
President's House	31,084.70
	366,256.04
Professorship Fund	227,769.09
Anderson Alumni Fund	27,674.76
Women's Educational Fund	41,079.19
Scholarship Fund	74,693.16
Women's Scholarship Fund	10,000.00
Applied Science Fund	24,819.00
Prize Funds	16,000.00
Library	78,956.17
Ward Cabinet	28,248.06
Premium Account	4,487.22
Eaton Bird Collection Fund	595.00
President's Loan Fund	639.26
Balance in Security Trust Company	1,296.76
Profit and Loss Account	2,632.44
	1,533,154.48

Current Expenses

May 1, 1907 to May 1, 1908

CASH DISBURSEMENTS

Salaries	\$52,119.67	
Annuities	660.00	
Buildings and Grounds	1,798.18	
Anderson Hall	439.90	
Sibley Hall	42.50	
Reynolds Laboratories	185.23	
Alumni Gymnasium	391.15	
Heating Plant	362.08	
Eastman Laboratories	85.84	
President's House	22.14	
Campus	103.15	
Miscellaneous	166.19	
Supplies	1,219.64	
Biology	260.63	
Chemistry	230.14	
Geology	46.54	
Physics	416.41	
Gymnasium	4.96	
Library	3.00	
Office	142.67	
Miscellaneous	115.29	
Miscellaneous Expense	158.77	
Heat	2,204.11	
Light and Power	545.71	
Assessments	801.70	
University Bulletins	915.00	
Stationery, Printing and Postage	564.44	
Insurance	1,815.61	
Public Functions	1,034.20	
Prizes	685.00	
Traveling Expenses	121.45	
Advertising	207.11	
Athletics	25.00	
Interest	304.24	
Library	2,255.89	
Bills Payable	12,500.00	
Rented Property	1,361.78	
Fiscal Agent	200.00	81,497.51

The above statement of receipts and disbursements corresponds with the books of the University, and we find vouchers on hand for disbursements as stated.
Rochester, N. Y., June 5, 1908.

WALTER S. HUBBELL }
GEORGE C. HOLLISTER } Committee

Current Expenses

May 1, 1907 to May 1, 1908

CASH RECEIPTS

Balance May 1, 1907,		\$208.88
Income from Interest and Dividends	\$34,953.66	
“ “ Rented Property	2,983.17	
“ “ Bills Receivable	617.00	
“ “ Tuition	26,220.90	64,774.73
Library Appropriation		851.39
Miscellaneous Receipts		88.25
Alumni Maintenance Fund		
Class of 1871	25.00	
1875	200.00	
1876	133.00	
1877	1,000.00	
1884	25.00	
1886	10.00	
1888	5.00	
1895	35.00	
1898	10.00	
1903	3.00	
1906	50.00	1,496.00
Gifts from C. W. McCutchen	200.00	
“ “ A. R. Pritchard	250.00	
“ “ J. P. Munn	500.00	
“ “ R. A. Sibley	500.00	
“ “ J. T. Alling	430.00	
“ “ A. H. Harris	250.00	
“ “ L. E. Holt	100.00	
“ “ W. S. Hubbell	405.00	
“ “ A. G. Yates	100.00	
“ “ G. D. Hale	100.00	
“ “ A. O. Fenn	200.00	
“ “ E. N. Curtice	100.00	
“ “ C. M. Thoms	25.00	
“ “ L. P. Ross	405.00	
“ “ W. B. Hale	430.00	
“ “ Mrs. E. S. Watson	204.50	
“ “ George C. Hollister	350.00	
“ “ J. T. Alling—Prize	50.00	
“ “ W. C. Sheppard—Prize	25.00	
“ “ R. M. Moore—Scholarship	50.00	
“ “ C. A. Dewey—Scholarship	50.00	
“ “ F. B. Mitchell	7.00	
“ “ Krueger Lecture	50.00	4,781.50
Bills Payable	8,000.00	
Balance May 1, 1908	1,296.76	16,513.90

81,497.51

Permanent Fund Account

DISBURSEMENTS

May 1, 1907, to May 1, 1908

Biological Apparatus	\$ 505.36
Chemical Apparatus	55.95
Physical Apparatus	650.03
Geological Apparatus	63.02
University Buildings:—	
Anderson Hall	\$1,249.01
Eastman Building	2,728.70
Gymnasium	211.48
	4,189.19
Furniture	138.85
Campus	665.37
Mortgage Account	34,400.00
Real Estate	9,886.60
Call Loan Account	1,760.00
Bond Account	587.50
Library Appropriation	851.39
Rogers Estate	100.00
President's Loan Fund	297.00
	54,150.26
Cash on hand May 1, 1908	19,137.86
	73,288.12

Permanent Fund Account

RECEIPTS

May 1, 1907, to May 1, 1908

Balance in Banks May 1, 1907	\$13,703.44
Mortgage Account	19,410.00
Real Estate	26,685.13
Call Loan Account	400.00
Applied Science Fund	2,550.00
Alumni Gymnasium	308.62
Eaton Bird Collection Fund	595.00
Rogers Estate	9,500.00
President's Loan Fund	135.93
	<hr/>
	73,288.12

The above statement of receipts and disbursements corresponds with the books of the University, and we find vouchers on hand for disbursements as stated.

Rochester, N. Y., June 5. 1908.

WALTER S. HUBBELL }
GEORGE C. HOLLISTER } Committee

Summary Tuition Account

College Year 1907-1908

CHARGES MADE

Tuition		\$25,375.50
Laboratory Fees—		
Biological	682.00	
Chemical	1,188.00	
Geological	253.50	
Physical	670.50	2,794.00
		<hr/>
Incidentals		7,492.95
Tuitions anticipated		89.75
		<hr/>
		\$35,752.20

RECEIPTS

Cash	26,245.90	
Scholarships	6,944.00	
Deferred Tuition notes	1,632.75	
Employment Orders	929.55	35,752.20
		<hr/>

THE LIBRARY OF THE
APR 6 1931
UNIVERSITY OF ILLINOIS.

Library Account

Paid Cash for Books, Binding, Etc.	\$2,255.89
Paid Cash for Salaries	1,260.00
Services Paid by Tuition	275.00
	<hr/>
	\$3,790.89

Credit

By Cash from Library Funds	1,340.00
By Cash from A. J. Townsend's Subscription	60.00
By Cash from Mrs. E. S. Watson	4.50
	<hr/>
	\$1,404.50

UNIVERSITY OF ILLINOIS-URBANA



3 0112 112019143